

LANGUAGE POLICY



FRANKLIN ACADEMY
SUNRISE CAMPUS

International Baccalaureate Candidate School
2018 - 2019

Purpose

At Franklin Academy Sunrise (FAS), we believe that language development is the responsibility of all stakeholders including students, teachers, staff, administrators, families, and the community. Language learning includes reading, writing, speaking and listening. FAS firmly supports the International Baccalaureate and adheres to the requirement that all MYP students participate in a foreign language. Our language of instruction at FAS is English. FAS currently offers Spanish Beginners, Spanish for Spanish Speakers, Spanish 1 and Spanish 2 (high school level courses) as Language Acquisition courses. Our plan is to offer other foreign language courses in the future. Our goal is to provide a rigorous education model while fully supporting the cultural diversity and population that we serve. We have identified the importance of language development and its correlation to holistic learning and growth of the whole student. The language policy committee is made up of teachers, leadership staff, and administrators from FAS who developed this document in order to outline the key components of our Language Policy.

Definitions

Mother-Tongue- “The language(s) learned first; the languages(s) identified as a “native speaker; the language known best and the language used most.” The term is best described as the language that the student predominantly uses outside of the education setting. Mother Tongue is typically the language that is frequently spoken at home by all family members.

Second Language/Language Acquisition/Language B- Describes the language learned subsequently to the first language with the goal of accessing the language with competence outside of the classroom setting. The goal of Language Acquisition is to be able to communicate in both, an educational and real world setting.

English Language Learners (ELL) - This refers to those MYP students whose first language is not English. At FAS, we provide a differentiated approach to learning and assessment. Accommodations may be applied for all forms of assessment, including, but not limited to, extended time for oral and/or written response, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper based tests. Accommodations are included within each ESE student’s Individual Education Plan (IEP) or outlined on the English Language Learner’s (ELL) strategies matrix. In addition families of students who are in the English for Speakers of Other Language (ESOL) Program receive annual score reports from ACCESS for ELLs 2.0, the state assessment for English Language Learners in grades K-12.

Primary Language Instruction- The primary language of instruction at FAS is English. All MYP students are required to take Language and Literature in years 1, 2 and 3 of the programme. These courses are taught in English in an effort to ensure all MYP students meet the state requirements and are best prepared for the Florida Standards Assessment. While Language and Literature courses support the Florida Standards Assessment (FSA), they also adhere to the International Baccalaureate: Middle Years Programme (MYP)

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Second Language/Language Acquisition/Language B- FAS currently offers Spanish to meet the IB requirement of a foreign language. FAS currently encourages students to learn a second language and plans on offering different foreign language courses in the future. The goal of Language Acquisition is to support students as they become proficient in a second language and can achieve bilingual proficiency. Language Acquisition courses will follow the pre-described IB aims and objects set forth by IB. The pre-described aims and objectives for Language Acquisition are; Objective A- Comprehending spoken and visual text, Objective B- Comprehending written and visual text, Objective C- Communication in response to spoken, written and visual text, and Objective D- Using language in spoken and written form. These pre-described aims and objectives will be assessed a minimum of two times per academic year. The placement of MYP students in their Language Acquisition courses will be determined on an individual basis by a committee which will consist of administration, Special Program Coordinator, IB MYP Coordinator, Curriculum Specialist and Language Acquisition Teachers.

Mother Tongue Support

FAS supports all families and students whose native language is not English and encourages our families and students to speak and develop their mother tongue outside of the school setting. At FAS, our goal is to strengthen the student's language skills while still supporting their culture. FAS fully supports other cultures and promotes cultural diversity and awareness in its everyday implementation of the MYP. FAS has employed MYP staff members who are bilingual to help assist when translators are needed in all communication needs and during parent/student conferences. To further support our diverse families, our goal at FAS is to translate all policy documents into Spanish. All MYP teachers are required to successfully complete the necessary professional development in ELL and ESOL, which is mandated by the state of Florida.

The MYP library and computer labs are equipped with 24 computers. In addition, we also have a computer lab equipped with 44 computers and an additional classroom with 34 computers. Moreover, FAS has a Laptop cart and is working towards purchasing additional technology.

Intensive Reading- According to the matrix recommended by Broward County Schools, students who scored low on the standardized state assessment will be assigned to an Intensive Reading class in addition to their Language and Literature course. Intensive Reading classes are relatively small in size in

order to provide the support needed for the identified deficiencies. The goal of the Intensive Reading class is to assist students in meeting the grade level standards.

Placement:

At FAS, students in the 5th grade take a Spanish placement test prior to entering the MYP. Through this test, the school assesses the student's ability to write and comprehend the target language. This assessment will determine if the student can be placed in Spanish for Spanish-speakers classes. Moreover, students in year 1 and year 2 are placed in Spanish for Spanish-speakers as per their Language Acquisition teachers' recommendation.

Phases:

Teaching and learning in the Language Acquisition subject group is organized in 6 phases. However, the phases do not correspond to particular age groups or MYP years. A Year 1 student might be grouped with a Phase 2 and 3 group of students depending on the student's ability to comprehend, read, write and speak the target language.

At FAS, it is essential to consider a reasonable differentiation and manageable combination of proficiencies in one class. Our Language Acquisition students in need of curriculum enrichment are placed in Spanish for Spanish-speakers courses where they are exposed to more advanced grammatical skills, literature and some poetry.

Special Education

Students who have been identified as having special education needs receive a variety of services based on their Individual Education Plans. These services include pull-out support, collaboration, and/or consultation. A certified ESE teacher provides pull-out services in reading, English language arts, and/or math to students who require this service. These students are removed from their general education classrooms and placed in a small group setting to work on their individualized goals as well as being provided with strategies to help promote mastery of grade level standards. Collaboration and consultation services are also provided by a certified ESE teacher. These services consist of observations, support facilitation, consultation and/or collaboration with students, teachers, staff, and parents to help support the struggling learners. General education teachers provide differentiated approaches to learning in order to help reach students of all learning styles. ESE teachers and the Special Programs Coordinator support the general education teachers to help them implement effective strategies for students with IEP's. Based on a student's IEP, accommodations may be applied for all tasks, including assessments. Some of these accommodations include, but are not limited to, extended time for oral and/or written responses, reducing the number of items on a test or the number of answer choices, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper based materials. In addition to the district and/or state standardized tests, ESE students are given additional forms of assessments in order to identify their current instructional level and allow teachers to provide the most effective supports for students. Meetings are

held throughout the school year with teachers and/or families to address the students' needs and assess the effectiveness of the supports provided. The Special Programs Coordinator is available on a daily basis for teachers and/or families to request support and/or testing for their struggling learners.

Gifted

Students who have been identified as gifted and have a current Education Plan (EP) receive grade level enrichment services in a pull-out model. Each gifted-endorsed student is provided with 150 minutes a week (through 3 sessions) with a certified gifted-endorsed teacher in a small group setting. This service allows our gifted population to receive more individualized enrichment in their identified area (math, reading, writing, and/or research). Our pull-out model also allows us to group gifted students by age, gender, and/or area of giftedness in order to implement tasks to continue to push these students to reach their highest potential. Our gifted-endorsed teacher provides our general education teachers with support in order to help enrich the gifted student in their general education classes. The student is also provided a gifted folder which contains tasks they are working on during their pull-out sessions. These tasks can be worked on in their general education classes when other required tasks have been completed.

Implementation of reading and writing practices at FAS

At FAS, our philosophy is that all MYP teachers are reading teachers. Reading skills and techniques are taught in all subject groups every day and in all years of the programme. FAS students are encouraged to read for information and pleasure. FAS plans to increase and enhance student's exposure to a variety of genres. FAS has made a commitment to continue to provide our students with a variety of literature and plans to enhance the current resources by providing more literature, poetry, plays, trade books, short stories, newspapers, magazines, and informational texts. FAS will promote and incorporate supplement reading incentives and support programs such as Accelerated Reader and i-Ready.

FAS will continue to use a variety of materials and resources to enhance the development of language skills. FAS MYP teachers will continue to utilize word walls as well as academic vocabulary. FAS will continue to offer a book fair where funds are allocated back to the school. FAS will continue to foster our MYP students' inquiry and exploration and providing meaningful and purposeful writing while preparing our students for the state writing assessment. They will focus on the elements of reading, planning, writing, and editing. FAS will allow students to express their writing skills in a variety of different summative assessments, including, but not limited to, speeches, papers, comic books and online platforms.

Policy Creation Process - The Language Policy was created by a committee which consisted of the IB Coordinator, our Special Programs Coordinator, our ESOL Coordinator, two Language and Literature teachers, three Language Acquisition teachers, our Curriculum Specialist, and our administrative team consisting of our Principal and Assistant Principals. The Language Policy was developed by publications

from the IB “Principles into Practice” and “Guide to Authorization” as well as examples of “Language Policies from IB World Schools” and the collaboration of our sister school Franklin Academy Cooper City. The following individuals comprised the Language Policy Committee.

- Mr. Dingcong- Language and Literature
- Ms. Clement- Language and Literature
- Ms. Luna- Language and Acquisition
- Ms. Labarca- Language Acquisition
- Ms. Duclos- Language Acquisition
- Ms. Alegre- IB Coordinator
- Ms. Drew- Gifted Program
- Ms. Garcia- Special Programs Coordinator
- Ms. Stephens- Media Specialist/ESOL Coordinator
- Ms. Adler – Curriculum Specialist
- Ms. Dillman – Assistant Principal
- Mr. Delgado- Principal

Policy Review Process

The Language Policy Committee has determined that the policy will be reviewed twice a year. In addition, the implementation of the Language Policy in all MYP classrooms at FAS will be reviewed by the MYP leadership team which consists of the Principal, Assistant Principal, IB Coordinator, Curriculum Support Team and the Special Programs Coordinator as part of the teacher observation process.

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